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ABSTRACT

This booklet provides samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 English 33 Diploma Examination. Both major and minor writing assignments for seven students are provided, with examples of the full range of student writing. The English 33, Part A, Written Response requires three separate writing assignments, each in a different rhetorical mode (personal response to literature, functional writing, and response to visual communication). Commentaries accompanying the essays highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. An appendix provides the essay scoring guide. (MM)

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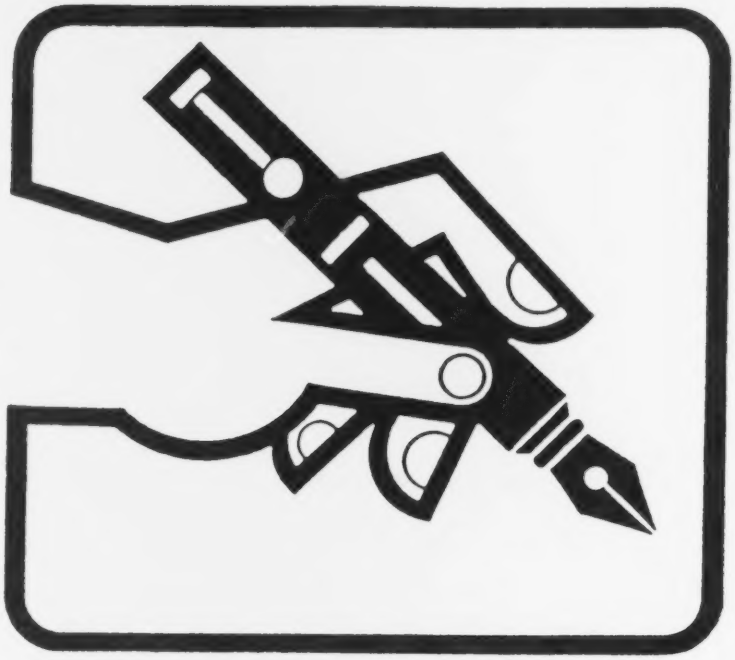
SAMPLES OF STUDENTS' WRITING



from the
English 33
Diploma Examination

JUNE 1988

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TABLE OF CONTENTS

Introduction 1

Acknowledgments 3

General Commentary 4

Section I:
Personal Response to Literature Assignment
and Samples of Student Writing 6

Section II:
Functional Writing Assignment
and Samples of Student Writing 25

Section III:
Response to Visual Communication Assignment
and Samples of Student Writing 37

Appendix: English 33 Scoring Guide 49

INTRODUCTION

Purpose

The purpose of this booklet is to provide samples of student writing that exemplify the standards that governed the scoring of students' written responses on the June 1988 English 33 Diploma Examination. Examples of the full range of student writing are included. The accompanying commentaries highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. The information in this booklet should be of interest to classroom teachers, administrators, students, and parents.

Contents

The English 33 Diploma Examination consists of two parts: Part A: Written Response and Part B: Reading (Multiple Choice), each worth 50% of the total examination mark. The English 33 Part A: Written Response requires three separate writing assignments, each in a different rhetorical mode. Because the assignments are not linked on the examination, each is discussed separately in this booklet.

Each sample of student writing in this booklet has been reproduced as it appeared to the markers, that is, in the student's own handwriting. Because of space limitations, the student's planning and drafting have not been included.

Accompanying each assignment is a discussion relating the characteristics of the assignment to the descriptors in the scoring guide. The complete scoring guide is in the Appendix beginning on page 47.

Selection of Papers

The papers selected for this booklet were used as sample papers for training markers during the June 1988 marking session. As such, these papers generally illustrate the quality of student work at each of the five levels of accomplishment described in the scoring guide. In English 33, the range of quality of student writing is scored as follows: PROFICIENT - 5, CAPABLE - 4, ADEQUATE - 3, LIMITED - 2, POOR - 1. Each paper is assessed on this five point scale for specific qualities within each of the following scoring categories: Thought and Detail, Organization, Matters of Choice, and Matters of Convention.

Although the papers in this booklet were selected because each generally illustrates an overall score, variations within that overall score do exist in some of the scoring categories.

Establishing Standards

A group of teachers initially determined the range of student performance on the June 1988 Diploma Examination by reading a large random sample of papers from across the province to determine the upper and lower limits of the writing. These teachers, or rangefinders, then selected papers representative of the range and illustrative of the various scoring descriptors to be used for training of group leaders and markers.

Continued

The second step in establishing standards was a day-long session held with a group of teachers specially selected to serve as leaders of small groups of markers. These teachers reviewed the representative papers from rangefinding and endorsed them as appropriate illustrations of the various scores possible, thus setting standards for the marking.

Marking Process

Teachers were selected for marking on the recommendations of their superintendents. All of the teachers were currently teaching the course and had done so for at least two years. They spent the first hours of the marking period in an intensive training session that included a review of the scoring descriptors as they related to the representative papers previously selected by the rangefinders and group leaders. It is these papers that are discussed in the pages that follow.

Neither the students' names nor the schools' names appeared on the examination papers. Markers were advised not to mark a paper if they suspected that they recognized its source. They were instructed to disregard the quality of the handwriting in evaluating the papers and to return a paper unmarked if they thought the handwriting could influence their judgment. No marks were placed on the examination booklets during the marking process. Scores were recorded on separate score sheets. All papers received three independent readings. Provision was made for a fourth reading if the scores awarded by the previous three markers varied to the extent that the student's final grade would be significantly affected.

Cautions

The following cautions should be kept in mind when reading this booklet or when using the contents for instructional planning.

1. These papers are samples of student writing that reflect an interpretation of the standards that teachers established specifically for the June 1988 marking session. The interpretation of the standards and the judgments made by markers at that time may vary with other writing assignments and with writing completed under different circumstances. These samples of writing should not be used as *models* for instructional purposes. Rather they are intended to demonstrate how the scoring criteria were applied to samples of student writing from the June 1988 examinations only. However, in the stronger papers there are general features that indicate what students should strive to achieve.

2. It should also be noted that students, when writing the *Personal Response to Literature*, are free to select and organize their materials in any manner that they feel will best present their ideas.

3. Readers should consider each student's accomplishments in light of the constraints of the examination. Under examination conditions, students are able to prepare writing that we must consider as first-draft only.

ACKNOWLEDGMENTS

This document would not have been possible without the student writers who kindly granted us permission to publish their work, and the valuable contributions of the following individuals:

Rangefinding for the selection of sample papers	Brian Lindstrand - St. Albert PSSD #6 Lawrie Mack - Calgary SD #19 June Miller - Edmonton SD #7 Bente Scarnati - Westlock SD #37
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GENERAL COMMENTARY

Each administration of the English 33 Diploma Examination results in teacher-markers making a number of observations that can provide useful direction to teachers and students who are interested in improving writing. Teachers who marked the June 1988 English 33 examinations centred many of their observations on the need for students to include specific illustrative detail in their work, and on the relationship between planning and successful revised work.

The stronger papers in June 1988 tended to be distinguished from the average ones by carefully chosen specific detail that illustrated the writer's ideas and feelings. Although a feature of some of the best papers was insightful and mature thinking, many of the capable papers were most strongly characterized by the writer "showing" the reader rather than "telling" what was significant.

Markers did express concern about the lack of planning and drafting in many of the English 33 papers. Strong papers generally had planning and/or drafting. Weaker papers rarely had any planning or drafting.

Students have two and one-half hours to write their responses to three tasks. They should, therefore, take time to work with ideas on paper before they prepare the drafts that will be marked. While it is known that different writers plan and organize in different ways, it is also known that good writing is usually the result of thought and, also, that thought often develops in the act of writing.

Students should be encouraged to mark key words in the assignments and to use the space that has been provided for planning. Markers observed that effective plans were varied and included such approaches as brainstormed lists; mini-outlines; key word lists; drafts of introductions and conclusions; underlining and notes beside the passage, poster, and photograph; and full length rough drafts.

However, markers did express concern about how few of the average or weaker writers had taken the time to think before they wrote. Teachers could help future students by teaching student writers how to plan, and by helping individual writers find an effective planning process that works for them. Students and teachers should be aware that a planning process helps writers to adjust and select diction, to consider means of development, to consider alternative forms, and to work through ideas. Good planning tends to produce not just more orderly work, but more detailed and thoughtful work.

In addition to the rehearsal function of planning and drafting, there is another benefit for the student. Should a marker be confused about the student's intentions or control of conventions, the marker is instructed to examine the rough work. When no rough work exists, the student's intent cannot be clarified.

The markers are aware that the students' compositions are produced under examination conditions and are essentially first drafts in that they are not as carefully revised as work completed without time constraints and exam pressures might be expected to be. However, students should take care to present their best writing for each question, and to take the time to proofread and make corrections on their revised work.

June 1988 markers observed that the writing in the *Personal Response to Literature* section continues to improve, especially since more students are avoiding retelling the reading selection on the exam. Students appear to be taking their writing seriously:

Continued

very few papers were deficient in length, as shown by only one INSUFFICIENT paper found during rangefinding. The students, however, continue to generalize broadly without providing specific and precise details as support.

While many responses are predictable - students simply restate the message and ideas from the reading selection when attempting to express their opinion - some students are able to integrate their discussion of the passage with their own experience. Such discussions, particularly if they include specific detail, are usually very successful.

Markers observed that large numbers of students have mastered organizational skills at or above the ADEQUATE level, but only a few are truly organizing a composition rather than structuring their response according to the bullets provided in the assignment.

More students are quoting from the reading and referring to other literary works as support for their opinion. Some students attempted interesting approaches using unusual examples or expression through literary forms such as diary, drama, television talk show, and letter.

Markers commented that most of the functional writing is clear and direct. On this task in June 1988, the student's choice of celebrity tended to affect the final success of the letter. In all writing assignments on diploma examinations, students must make several choices; in this case, choosing a celebrity to invite. The choice of celebrity immediately determined the amount and kind of significant and specific detail available to the student for inclusion in the letter. As well, the choice of celebrity tended to determine the letter's degree of credibility.

A second factor in students' success on the functional writing assignment is their inclusion of all significant information. On the June 1988 task, for example, some students focused on the food to be served rather than on the duties expected of the guest. Information about time, date, and location were included by almost all writers. However, few writers provided a plan for further contact.

The best letters in June 1988 were those in which the students entered into the spirit of the assignment by elaborating details consistent with the situation given in the assignment. As with the *Personal Response to Literature* assignment, the best letters were those that contained specific, relevant, and credible detail. These functional writing assignments were realistic letters of request. On the whole, markers concluded that June 1988 students were able to write letters of request.

On the whole, in responding to the visual communication question, students are better at relating details within the picture than at commenting on the composition of the photograph. Few students used any visual vocabulary in their interpretation, but some implicitly referred to technique. If students know concepts such as "camera angle," "contrast," "juxtaposition," and "line," they are not using the words. Thus, many interpretations were unsupported with reference as to how the photograph worked, which, in some cases, meant that interpretations could not be effective. Teachers should note that the *Response to Visual Communication* assignment directly tests curriculum concepts listed under *Viewing* as well as those listed under *Writing*.

The markers and rangefinders were pleased to note that students' writing on the English 33 Diploma Examination has generally improved in correctness of expression. This correctness shows in the scoring scales of the first task for Matters of Choice and Matters of Convention, especially the latter, and on the second and third tasks in Writing Skills. Generally, the papers were easy to read because of students' attention to correctness. Future students are encouraged to continue this trend.

SECTION I: PERSONAL RESPONSE TO LITERATURE

Read the excerpt from *Very Far Away From Anywhere Else* and complete the assignment that follows.

from VERY FAR AWAY FROM ANYWHERE ELSE

It's about ninety miles over to the coast and ten miles south to Jade Beach, where I wanted to go. It's a cove between big headlands, not too windy, and not crowded even in summer. In winter it was completely deserted. Where there was some snow on the road in the Coast Range, I drove pretty slow, so we got there about noon. The sky was completely clear and very bright; the Pacific was dark blue with high white breakers coming in fast. It was cold, but down on the beach the only wind was the wind that came in with the breakers. The spray hit you like fine rock salt. After a while you could take off your coat, if you kept moving. We did. We horsed around in the shallow breakers for a long time, and kept getting a little bit farther out. The water was like ice, but after the first moments of agony, it felt good, in a numbing sort of way. I got wet from the neck down. Natalie got wet from the waist down. We came back up to a dry hollow by a big driftwood log, and built a fire to get dry and eat lunch by. We ate a lot of lunch. I mean an unbelievable amount. When Natalie packed a sack lunch, she didn't cut corners. I don't know how many sandwiches there were to start with, but there were none to end with, and I ate three bananas, an orange, and two apples. I might not have eaten so many bananas except that they became the cause of much youthful mirth and innocent merriment. Honestly, I don't know why a basically sane person like Natalie was such a fall guy for the ape act. But true appreciation is the spur of genius, and the ape act definitely reached its highest moments that afternoon, with the assistance of the bananas.

Then we did some cliff climbing and some rock throwing, and built a sand castle. Then we came back and built up the fire, because it was getting colder, and watched the tide get closer to our sand castle, and talked. We didn't talk about problems, or parents, or automobiles, or ambitions. We talked about life. We decided that it was no good asking what is the meaning of life, because life isn't an answer, life is the question, and you, yourself, are the answer. And the sea was there, forty feet away and coming closer, and the sky over the sea, and the sun going down the sky. And it was cold, and it was the high point of my life.

I'd had high points before. Once at night walking in the park in the rain in autumn. Once out in the desert, under the stars, when I turned into the earth turning on its axis. Sometimes thinking, just thinking things through. But always alone. By myself. This time I was not alone. I was on the high mountain with a friend. There is nothing, there is *nothing* that beats that. If it never happens again in my life, still I can say I was there once.

While we were talking we were sifting through the sand around where we sat for bits of jade and agate. Natalie found a black rock, flat, perfectly oval, and sand-polished. I found a lens-shaped agate, white and yellow; you could see the sun through it. She gave me the black rock, and I gave her the agate.

While we were driving home, she fell asleep. That was neat. That was like coming

Continued

back down the high mountain quietly in the sunset. I drove well and carefully, quietly.

It was way past seven when we got home. We'd let time go on the beach. She slipped out of the car, still looking sleepy and windburned, and said, "It was beautiful, Owen," and went into her house smiling.

Ursula K. Le Guin

THE ASSIGNMENT

The boy Owen in the excerpt from *Very Far Away From Anywhere Else* feels that sharing memorable experiences with a friend is more of a "high point" than experiencing similar situations alone.

DO YOU AGREE OR DISAGREE WITH OWEN THAT SITUATIONS ARE MADE MORE UNFORGETTABLE BY SHARING THEM?

In your writing BE SURE to

- **describe Owen's attitude**
- **explain why Owen feels as he does**
- **DESCRIBE HOW YOUR PERSONAL EXPERIENCES HAVE INFLUENCED YOUR OPINION**

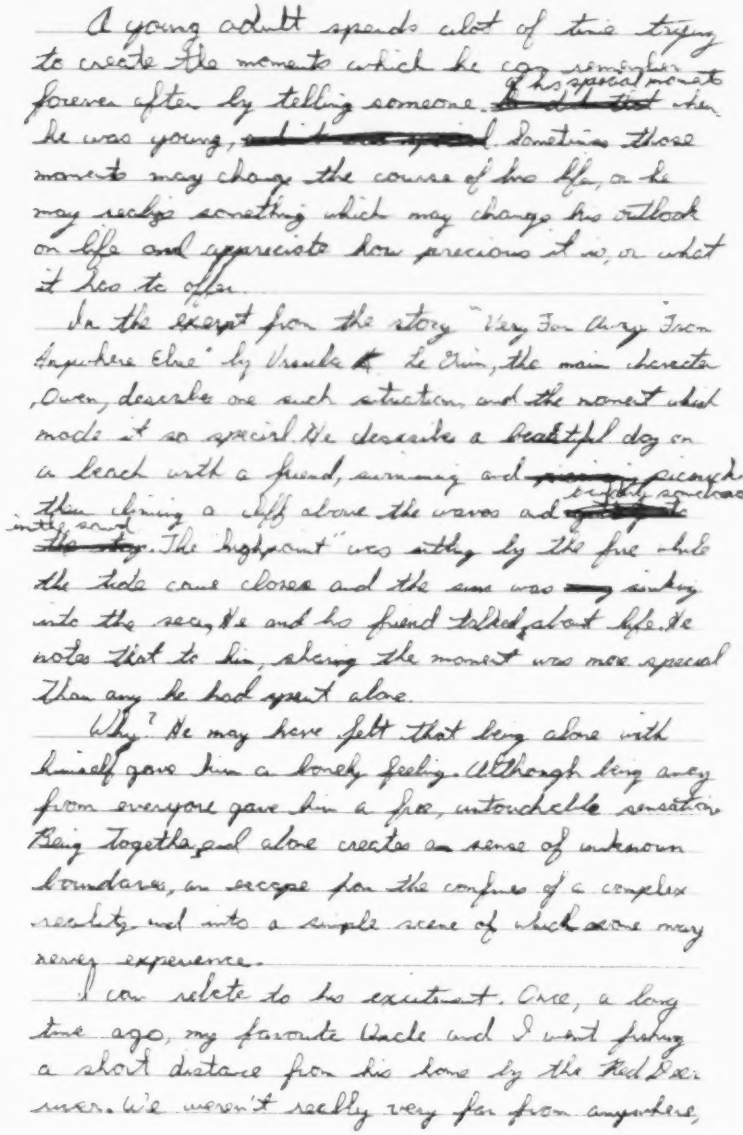
BE SURE TO SUPPORT YOUR OPINION. You may support your thoughts by referring to the selection itself, to your own experiences and knowledge, and/or to other literature you have studied.

Present your ideas in any PROSE form that will make your writing interesting.

SECTION I: PERSONAL RESPONSE TO LITERATURE -- Student Sample A

GENERAL COMMENT

More than a reply to the question, this essay relates Owen's experience to living and to a specific trip with an uncle where the student felt he might have "lived a thousand lives and never had this experience to share...." The story is well-summarized to link the student's view with Owen's experience and then with the personal event. The entire piece has a philosophical tone and maturity. The structure is thoughtful, orderly, and considerate of the reader. The small handwriting may give the impression of a short paper but this is actually one of the longer responses. This response is representative of 5 PROFICIENT in most of the reporting categories.



A young adult spends alot of time trying to create the moments which he can remember forever after by telling someone. ~~I don't know~~ When he was young, ~~did not realize~~ special. Sometimes those moments may change the course of his life, or he may realize something which may change his outlook on life and appreciate how precious it is, or what it has to offer.

In the excerpt from the story "Very Far Away From Anywhere Else" by Ursula K. Le Guin, the main character, Owen, describes one such situation and the moment that made it so special. He describes a beautiful day on a beach with a friend, swimming and ~~picnicing~~ picnicking. Then diving off a cliff above the waves and ~~getting~~ totally spectacular until sunset ~~the day~~. The highpoint was ~~when~~ by the five o'clock the tide came closer and the sun was ~~going~~ sinking into the sea. He and his friend talked about life. He notes that to him, sharing the moment was more special than any he had spent alone.

Why? He may have felt that being alone with himself gave him a lonely feeling. Although being away from everyone gave him a free, untouchable sensation. Being together and alone creates an sense of unknown boundaries, an escape for the confines of a complex reality, and into a simple scene of which none may never experience.

I can relate to his excitement. Once, a long time ago, my favorite Uncle and I went fishing a short distance from his home by the Red River. We weren't really very far from anywhere,

Thought and Detail

Owen's situation and feelings are insightfully presented and are carefully linked to a broader understanding of human beings who might feel as the writer does. The first paragraph presents a conceptual framework, which suggests that memorable events have the possibility to change one's life. The literary work is clearly understood and presented through specific details, such as "swimming and picnicking...and building sandcastles." Such details highlight the points the student makes and reveal close reading of the passage without any unnecessary summary of the text. The personal experience is also carefully detailed, through such specifics as "favorite uncle" and "twenty mile hike." The student's use of contrast and the allusion to Le Guin's title, in "We weren't really very far from anywhere . . .," show careful support as well as insight. The complexity of thoughtful possibilities is shown through presenting alternatives in sentence

Continued

but with nothing but trees at our backs and water ahead, I could imagine us at the end of a twenty mile hike through rough terrain arriving at the most wild area of forest. It felt incredible to know we were untouched by civilization there, sort of one with our surroundings totally invincible. Especially with my uncle there to protect me. I felt I had lived a thousand lifes and never had this experience to share with him. I imagine Owens friend was special to him too, in a different way.

To conclude, there's always something that a person ~~finds~~ searches for in his lifetime. It may be to accomplish a goal which he was unsure he desired or expected. Achieving a goal or creating a special moment, however small or short, may be enough to satisfy that need. As more bridges are crossed life becomes more and more complete, even if you passed away the next day, you could say that you did something special which will stay with you forever.

two, "Sometimes those moments may change the course of his life, or he may realize something...," and in the clarification of interpretation inherent in "I imagine Owens friend was special to him too, in a different way," which connects the personal experience to that presented by Le Guin. The concluding complex idea, which is not fully thought through, is expressed by paraphrasing Owen, further establishing a unity of thinking. This faltering in coherence and some awkwardness in two other sentences do not seriously detract from the thought and detail of the rest of the essay.

Organization

The introduction provides an overview of the thesis and promotes further reading, especially through the thoughtful content and the valid options that are inferred. In the second paragraph, the thesis is continued and the passage is introduced and related specifically to the thesis. A natural, flowing arrangement of ideas and well-chosen transitional expressions create unity and coherence. The student's control of unity and coherence is well illustrated in the move from paragraph two to three, "more special than any he had spent alone. Why? He may have felt...." The paragraph that is devoted to personal experience concludes with a cross-reference to Owen's feelings. The conclusion is

Continued

deliberate, as signalled by "To conclude." In it, ideas are effectively connected and the thesis is echoed in "As more bridges are crossed, life becomes more and more complete."

Matters of Choice

Although the paper is not perfect, considering the circumstances of examination conditions and the complexity that has been attempted, it is proficient. Many diction choices are very effective, such as the use of "unknown boundaries" and "escape from the confines of a complex reality" to describe the situation that affected Owen's feelings, and also the use of "the most wild area of forest," "incredible," and "untouched by civilization" to present the hiking experience. Structures also show purposeful arrangement. The use of "Why?" does more than link the two paragraphs: it interrupts two long sentences to involve the reader in the developing argument. The short sentence "He and his friend talked about life" is also effective by providing sentence variety. The fragment "Especially with my uncle there" intensifies the irony of the "invincible" through its length and placement. Varied beginnings have also been used. The complexity of the generally long sentences is exemplified by "He notes that to him, sharing...."

Continued

Matters of Convention

Essentially, the paper has few errors considering its length and complexity. Although there are some problems with commas missing and the misspelling of "alot," control of complex conventions is also present, such as the correct punctuation of the appositive "the main character, Owen...." Use of quotation marks around "highpoint" reveals awareness of and care in using the conventions of written English.

SECTION I: PERSONAL RESPONSE TO LITERATURE - Student Sample B

GENERAL COMMENT

Literature and life are used as support by the student as Owen's theory of life is first explained and then developed through very specific references. The organization is logical, and an introduction captures the essence of the content and establishes the student's tone. Relatively complex structures and diction, while not totally controlled, reveal risks taken in language and thinking. What errors do exist do not reduce the clarity of the message. This response is representative of 4 CAPABLE in most of the reporting categories.

"I've had the time of my life!" Sharing an experience with a friend has a more true meaning than to have one alone. This is evident in both my life and literature.

Owen's attitude towards his experience with Natalie corresponds with his theory of getting the best out of an experience with a friend than having it alone. Owen's happiness depends on a companion to accompany him with his special events. It also helps to have a special bond between you and your friend in order to share a wonderous occasion. When you are alone, you can't have as much fun as you can with a friend. You can not share jokes, play baseball, tell secrets or any other spectacles, if you are by yourself. So I tend to agree to Owen's theory of having more fun with another person, than you would alone.

This theory also applies to a piece of literature that I have studied. This story is called, "Two Fishermen". Arthur Wallace and Harry Britner are both avid fishermen that fish alone. They met each other at the dock and decided that they would fish together. They had a glamourous time, and just for fun, they both leaped over the side of the water craft and splashed each other. Once they arrived back, they went to Arthur's house to discuss the day's events. They each spoke of the poor time fishing alone and both Arthur and Harry agreed that it was more fun fishing together.

I myself also agree with Owen. I ride a motorcycle quite regularly, alone. It's a real let down when you aren't having fun at what you are doing. So one afternoon, I invited one of my

Thought and Detail

An opinion is explicitly stated and supported with reference to the short story "Two Fishermen" and personal experience with motorcycle riding. Well-considered ideas are validated by providing details to show the "theory" that is being explained. The student's use of "theory" highlights the thoughtful qualities of the piece. Not only is "Two Fishermen" appropriate for the topic, but it has also been skillfully used to support the overall theme and to foreshadow a parallel experience from life, one which might also be experienced alone but which gains significance through the presence of another person. Interpretation of both literary works is appropriate.

Organization

The opening quotation is an attempt at variety and effectiveness in beginning a composition. Each paragraph is devoted to one aspect of the student's composition and is coherently developed. As well, coherence and unity are established across the paragraphs. The conclusion,

Continued

friends to join me with his cycle. We had a terrific time together, indulging ourselves in jumping, hill climbing, racing one another and just plain cruising. I must admit having a friend along is much better than being alone.

Sharing an experience with a friend is more fun than doing it alone. A friend can bring out the fun in everything you do.

with its reference to the opening statement of theme, is appropriate in its reinforcement of unity.

Matters of Choice

Many effective uses of diction occur, such as "evident," "corresponds," "depends," "companion," and "accompany," but "spectacles" and "glamorous time" have been inaccurately used. Even so, an attempt to use precise diction is evident and some risks with complex language are present. Some structures are effective but control is not sustained. Short sentences have been used for effect, and this is especially evident in sentence three. The sentence that begins "So I tend to agree to Owen's theory" is structured to carry the thought. Parallelism and order have been well used in "indulging ourselves in jumping, hill climbing, racing one another and just plain cruising."

Matters of Convention

The student's use of pronouns is generally not controlled. In the literary discussion, the control of tenses is not sustained. Complex sentences have been used without the mastery of commas required for punctuating such structures. The spelling is excellent. Clarity is neither reduced nor impeded by the few errors in convention.

SECTION I: PERSONAL RESPONSE TO LITERATURE -- Student Sample C

GENERAL COMMENT

Like most papers, this one agrees with Owen's attitude and explicitly states that agreement. The student generally understands the passage and provides evidence from it to support the view expressed. Personal experience is then linked to the story in a clear, if journeyman, approach. The language shows some risks and complexity in choices made, but errors indicate lack of control over aspects of usage and conventions. Generally, however, the paper is easy to follow because errors do not interfere with comprehension. This response is representative of 3 ADEQUATE in all of the reporting categories.

The boy Owen thinks that sharing a moment with someone else is better than going through it alone. Also I got the impression from the story that Owen likes the simple things in life. I agree with Owen, that situations are far more memorable when shared with someone else. I agree with Owen because if there are more than one person there than you can share your feelings on the situation with the others.

Owen feels the way he does, because it didn't seem like he had a care in the world while he was running around having fun with Natalie. The story states that they were talking about life, if Owen were to have been alone, he wouldn't have been able to do this. Owen says that when Natalie fell asleep, it was neat. So he drove home more carefully and quietly. Doing something just for some one else's the world make it more memorable. When Natalie was about to go in to the house, she said it was beautiful, this must have made Owen feel good about what happened earlier that day.

Thought and Detail

Owen's situation and motives are plausibly presented. Agreement with his position is explicitly stated and supported throughout the composition by references to the passage through direct quotations and paraphrase. An explicit link between the student's experience and Owen's is established, especially in the empathetic understanding of character and theme: "...this must have made Owen feel good about what happened earlier in the day." The discussion of the story is better supported than that of the personal experience with friends, which has been presented as a general parallel situation to Owen's. (While many papers demonstrate imbalance, more usually students present their own experience quite well but sketchily refer to the story.) Although the student has responded to the directions of the assignment, ideas are not expanded upon.

Continued

I feel that a situation will be more unforgettable if it is shared with others because, when I lived in another city, and grew up there, I would always be out doing things with my friends. Now when I go back to visit my old buddies, we can all sit around laughing or crying at the things we've been through together. When something is fun, which it probably was if it was done with others, you will more likely remember things that made you laugh. Something's I have done by myself I will remember, but I am more likley to forget them before I forget anything I have done with my friends.

Organization

The beginning of the paper functions to answer the question, "Do you agree with Owen?" as well as to introduce the story's situation before progressing to personal experience. Concluding with the related experience serves only a functional purpose, since it ends the piece but doesn't relate to the whole paper in an appropriate or effective manner. The organization comes directly from the points highlighted by the bullets on the assignment page. In the last two sentences, coherence falters both in terms of development and transition.

Matters of Choice

This paper shows a balance between good choices and problems. Some of the diction and structures are effective and appear to be chosen for effect, as shown in "more memorable" and the sentence "Now when I go back to visit...," which shows variety and emphasis. Structural weaknesses also exist, such as the comma splice in the third paragraph.

Matters of Convention

Errors are present, but while some reduce clarity, they are not jarring or severe. A missing apostrophe and inaccurate word division in "some one elses," misspelling of "likely," and unnecessary commas in the first sentence of paragraph two and the first sentence in the last

Continued

paragraph do exist. The phrasing "we been through together" and "if there are more than one person there you can share" impede clarity, as do the tense shifts.

SECTION I: PERSONAL RESPONSE TO LITERATURE -- Student Sample D

GENERAL COMMENT

Redundancy and lack of clarity appear to be the major problems in this response. The thoughts are neither clear nor organized and the expression of that content is equally problematic. This response is representative of 2 LIMITED in all of the reporting categories.

In the Story from very far away from anywhere else. I Certainly agree with owen that situations are made more unforgettable by sharing them. In my opinion thats true because if you have someone with you, you can have some communication or give your thoughts to each other and share problems. Talk about what ever you are doing it gets more enjoyable. If you don't share them with someone its bad for your body, it could cause alot damage sometimes. well actually it really depends on the persons personality if they prefer to share them with someone or not. Its better, to share them than keeping them to yourself in my opinion.

In owen's situation he does, he rather share them than keeping them to yourself. He briefly explains that how much fun it is when you have someone with you and when you don't how bad it is. In his experience when he is alone he thinks things throughly and always alone its better to have someone with you when travelling

Thought and Detail

The paper is redundant, vague, and is without a clear point of view. Vague reference to the story is the only support offered, but some understanding of characters and situations in the reference to Owen's and Natalie's trip is suggested. Understanding is neither developed nor sustained.

Organization

Although a sense of beginning, middle, and end is present, it is not really functional or effective. The beginning answers the question but the ending is nonfunctional as a conclusion to an entire composition. Coherence between ideas is weak, especially shown in the middle of the response. The lack of logic affects Thought and Detail as well.

Matters of Choice

Choices evident in the writing are often ineffective, such as the run-on sentences and fragments. "It really depends on the person's personality if they..." is awkward and changes person, and "Its better...in my opinion." is weak. Lack of awareness of controlling and arranging sentences is evident throughout.

Continued

on a trip or... its much better to have Someone with you when going out Somewhere on a trip then going by yourself because its so boring. So better have Someone with you when you travel or Someone to talk to

Matters of Convention

Frequent errors in punctuation and grammar are present, which impede clarity. For example, there are apostrophe errors throughout (especially with "its" and "thats"), a pronoun error with "yourself," "throughly" for "thoroughly," and lack of punctuation of the title of the story. Not many spelling errors exist but words have been omitted. Rather than demonstrating a lack of attention to proofreading, this student appears to have limited ability with conventions.

SECTION I: PERSONAL RESPONSE TO LITERATURE -- Student Sample E

GENERAL COMMENT

The writer is struggling with the task itself, interpreting the passage, and relating an experience of Owen's; the response reflects lack of control of content and expression. Considering the relative shortness of the response, the errors seem even more serious. This response is representative of 1 POOR in most of the reporting categories.

I agree with owen sitiations are made more unforgettable by sharing them.

While on the beach owen was happy and excited and wanted to play more. Owen wanted or like to be loved or liked by his friend.

Talking about the past makes him feel young and rembers his past. Owen wanted to do more things with his friends, so he can have fun and a good times so he can share his memories with his friends and talk about the past as if it is the present.

An personal experience have influenced my decisions on things like the time I was just about to drive some where and I rember about some thing that influenced my decision of driving that day. Some times that decision influence me to be more care full, and watch what Im going to do. Most of the time when I'm with my brother, and we are driving home or going some place I get neaves whe he drives, and I rember that experence well influenced my decisions.

Thought and Detail

This student shows little understanding of the story. In addition to distorting carefree activities as "wanted to play more," the student asserts "Talking about the past makes [Owen] feel young and rembers his past." Not only is the interpretation implausible and invalid, but claims have not been supported with details from the passage. Likewise, paragraph three is a false conjecture, since insufficient evidence exists in the story to support such a view. The personal experience is either inappropriate for the topic or insufficiently developed to reveal a connection to the topic. The focus is on a decision rather than on preference for experiencing "highpoints" in life either alone or with friends.

Organization

The response opens with an answer to a question, in almost conversational stance, rather than introducing the composition. The conclusion is obscure and lacks any relationship to the rest. It is as if the student assumes that

Continued

his/her start and stop constitute a beginning and a conclusion. Coherence is lacking within sentences, paragraphs, and the composition as a whole.

Matters of Choice

A few attempts have been made to choose language structures and words effectively, such as beginning sentences with "While on the beach" and "Talking about the past makes him feel...." However, words and structures are usually simple and often in error, such as "Owen wanted or like to be loved or liked by his friend." Tense problems are frequent.

Matters of Convention

Noticeable and jarring errors severely impede clarity. Spelling errors include "rember," "care full," "whatch," and "nerves" for "nervous." "Watch" was correctly spelled in the draft. Tense errors also exist, such as "can have fun" and "decision of driving" rather than use of the infinitive. Missing words, such as a subject in clause two of sentence four and something between "experience well influenced" in the last sentence, have not been corrected.

SECTION I: PERSONAL RESPONSE TO LITERATURE -- Student Sample F

GENERAL COMMENT

This paper is an example of one scored as INSUFFICIENT in Thought and Detail. Such a paper receives no further scoring in the categories of Organization, Matters of Convention, or Matters of Choice.

The boy Owen in the excerpt from Very Far Away From Anywhere else feels that sharing memorable experiences with a friend is more of a high point than experiencing similar situations alone.

Thought and Detail

The sentence is a recopied portion of the assignment. Not only is the length insufficient, but in this case there is no student Thought and Detail to assess. The student has introduced several transcription errors into the text, which indicates additional problems.

SECTION II: FUNCTIONAL WRITING

Read the situation described below and complete the assignment that follows.

THE SITUATION

Your school, Nalwen Composite High School, is organizing a pancake breakfast, the "Breakfast Blitz," as a fund raiser for Third World Medical Relief. You have been given the task of inviting a celebrity guest to the breakfast to make a short speech, sign autographs, and give away door prizes. Posters such as the one below have been put up at various places throughout your school and the community.

THE ASSIGNMENT

IN THE SPACE PROVIDED, WRITE A LETTER INVITING A CELEBRITY GUEST OF YOUR CHOICE TO THE "BREAKFAST BLITZ" AT NALWEN COMPOSITE HIGH SCHOOL.

In your letter BE SURE to

- **explain the purpose of the breakfast**
- **include all the information your guest will need to make his or her participation enjoyable and successful**
- **use an appropriate tone**

PLEASE NOTE: Correct letter format has been provided beginning on page 15. Give your guest a name. SIGN YOUR LETTER "Pat Jones." DO NOT USE THE NAME OF YOUR OWN SCHOOL ANYWHERE IN YOUR WRITING.

SECTION II: FUNCTIONAL WRITING -- Student Sample A

GENERAL COMMENT

From the choice of celebrity, through the approach and cleanly written letter, this response reveals a very successful result. The approach is unusual, when compared to other papers, for this student appeals to the celebrity's other actions as means to establish a cause and to attract interest, before moving to the clear request for assistance with the breakfast. The details all support this request, and the duties of the celebrity guest are clearly provided. The writing itself indicates control over complex structures and over mechanics. This response is representative of 5 PROFICIENT in all of the reporting categories.

Mr. Bob Geldoff
Flat 202 Gravesner St.
London, England
902-280

Dear Mr. Geldoff

Everyone is aware of the great work you have done in raising money for famine relief in the Third World. At my high school, Nalwen Composite, I have been chosen to invite a special guest for our special pancake breakfast to raise money for Third World Medical Relief.

The students are putting on the breakfast and are posting signs about the breakfast throughout the community and school. We have sold over five hundred tickets this week we are hoping this fund raiser will be a great success, but we are counting on a lot of people to make it a success.

We would be honored if you would be our guest speaker at this event since you are so educated in the famine and have had first hand experience in helping the poor and starving. I feel that it would

Thought and Detail

A precise audience is established at the beginning and sustained through the use of personal pronouns. The student not only reveals past efforts that Bob Geldoff has made for famine relief but also supplies an understanding of the identity of the audience. A respectful and complimentary tone is used. The pertinent information provided effectively appeals to Geldoff's humanity as well as informs him about the event and his expected roles. The request is clearly stated in paragraph three.

Organization

The opening paragraph, citing accomplishments, and the second paragraph, expanding on essential detail, lead to the request. Closing with an expression of gratitude is an effective conclusion. The unusual organization is one strength of this coherent and unified letter.

Continued

make people much more aware of the problem in the world today. Since I was chosen by the school and student council to invite a guest, I couldn't think of anyone who would be more qualified than you to talk about it.

The breakfast is on June 10th from 7am to 9am. All that we are asking of our guest is to make a short speech, sign autographs and give out door prizes.

If you are interested please let me know by the end of May. and as I said before, we would be greatly honored by your presence at our breakfast. Thanks.

Sincerely,

Pat Jones

Writing Skills

The student reveals a successful ability to control structures effectively and purposefully, as shown in varied sentence beginnings and the complexity of the second last sentence. Very few errors exist; the punctuation error in that same sentence is probably a result of its complexity. Some structures show control of fine points of expression, such as "Everyone is aware." The phrase "educated in the famine" was originally written in the draft as "edjucated in the great famine," indicating a spelling correction. Clarity of communication is not reduced by the few errors that do exist.

SECTION II: FUNCTIONAL WRITING -- Student Sample B

GENERAL COMMENT

The sincere request is addressed to a person the student considers to be appropriate as a guest. Information has been included clearly and efficiently so that the recipient could decide whether or not to accept the request. The writing skills sustain the content. This response is representative of 4 CAPABLE in all of the reporting categories.

Mrs Janet Timbres
7901 98 Ave
Edmonton, Alberta
T5B 4K6

Dear Mrs Timbres

I am writing to you regarding a pancake breakfast we at Nature Composite high school are organizing. It is a fund raiser for the Third World Medical Relief. We would like to invite you to be our celebrity guest speaker to make a short speech, sign autographs and give away door prizes.

The pancake breakfast which we are calling "The Breakfast Blitz" will be held on June 10 from 7-9 am. The menu consists of pancakes, bacon, and juice with coffee and tea. It will be an all you can eat breakfast

We are really looking forward to having you as our celebrity guest. The schedule of events will

Thought and Detail

The audience, Mrs. Janet Timbres, is clearly invited to participate as a celebrity guest; her participation has been related to a recognition of previous charity involvement. The tone is respectful and the student appeals to Mrs. Timbres partially through the statements "We are really looking forward..." and "so we are hoping that you will come." Essential information has been provided at the beginning. Some specifics, such as a schedule, have also been provided. All details efficiently fulfil the purpose.

Organization

The letter gets to the point right away in its clear statement of purpose. The overall structure of request and the reason for the invitation are logically and concisely presented. The conclusion is appropriate without being especially effective.

Continued

be as follows 7:00 am you will make your speech and start off the breakfast, then everybody will eat. Then you can give away the door prizes and sign autographs I realize you have been involved in ~~numerous~~ a number of charity events so we are hoping that you will come to ours

I look forward to hearing from you

yours truly,

Pat Jones

Pat Jones

Writing Skills

The letter is concise and generally correct. However, few risks are taken with structure or word choice; because of correctness of expression, the language is considered to be often effective. While errors are present, such as not hyphenating all-you-can-eat and misspelling "regarding," these do not reduce clarity. Few problems in writing skills are present.

SECTION II: FUNCTIONAL WRITING -- Student Sample C

GENERAL COMMENT

Both in content and organization this paper mostly reiterates what has been provided in the assignment. Because specific details about the breakfast are not necessary or relevant to a celebrity's participation in such an event, the focus of this letter is not effective. It does, however, provide necessary information. The writing is fairly correct without errors that impede clarity, except for the omission of one word where the page was turned in the original paper. Few risks are taken with language, but, generally, the writing skills are adequate. This response is representative of 3 ADEQUATE in all the reporting categories.

Richard Dean Anderson
P.O. Box 40
Calgary, Alberta
T3K 1C3

Dear Mr. Anderson

I am writing to ask for your support in a very important promotion. My school, Nelson Composite High School is putting on a Breakfast Blitz, in hopes of raising money for the third world nations.

On June 10, 1988, from seven to nine a.m. we are selling pancakes, bacon and juice, with tea and coffee. It's all you can eat for $3.00. We need your help as many people will come if you are present. All that we ask, is for you to give a few autographs and give away some door prizes.

We ask you to consider our proposition, as it is for a worthy cause. Thank-you for taking the time to read this letter. I would appreciate a personal reply in the near future.

Yours truly,
Pat Jones.
PAT JONES.

Thought and Detail

The letter is directed to a celebrity inviting him to participate in the charity breakfast without any special appeal to the person selected except to say "We need your help...." Although bare of detail, the letter follows the points required in the assignment. This paper, like many, provides sufficient information without suggesting the importance of the celebrity or appealing to him directly. The tone resembles that of a form letter.

Organization

The letter begins with a general statement of purpose that is developed coherently. Details are all related to the "Breakfast Blitz" and the request to Richard Dean Anderson. While Mr. Anderson is invited to give a speech, sign autographs, and award door prizes, he is not specifically asked to participate as the "surprise celebrity guest." There is a lack of focus: in addition to listing details of tasks expected, this letter emphasizes the food rather than the cause.

Continued

Writing Skills

Most of the words and structures are simple and controlled. "Its" is used incorrectly, as is the comma after "All that we ask...." The student's plan to include "speech" is shown in the draft, so the omission, although confusing, is a transcribing error and probably indicates a lack of careful proofreading. Overall, the language is clear, concise, and correct.

SECTION II: FUNCTIONAL WRITING -- Student Sample D

GENERAL COMMENT

The letter is generally addressed to a celebrity, but no special appeal has been made to the person chosen. Essential information is missing from the letter and the request for participation is not clearly stated. The expression tends to be ineffective and unclear with errors that affect communication of the content. This response is representative of 2 LIMITED in some reporting categories.

RicHARd Pryor
1234-56AVE
NewYork
4ntBG

Dear Mr Pryor

I am Pat Jones of Naliven Composite High school, I would like you to give a speakh at our Pancake Breakfast Blitz, to help make money so we can suply medical help for third world contries.

All you will be asked to talk about to the people at the Breakfast Blitz is about the lack of medical supplies in the third world contries and how so meany people are dying each (month) month from lack of medicine and how by being heard this morning they are helping out some poor dying soul that is not quite as fortunate as them to survive a little longer in this world.

Thought and Detail

Although the purpose of the letter is clear, that purpose is not the precise one indicated in the assignment. While the tone is formal, and thus appropriate for a letter to a famous person whom the student does not know personally, there is no indication of why Richard Pryor has been invited. While some details have been added, such as the reference to starving people, these ideas are not necessary or relevant. Other more important details, such as time and place, have been omitted.

Organization

The letter is vaguely focused and provides an unclear request. There is no conclusion or closure in the final copy or the draft. A statement of expectation is present, but it is not the purpose required by the assignment. In that sense it is unclear.

Continued

Writing Skills

The selection of words and structures is often ineffective. For example, each paragraph is one rambling, run-on sentence, and tense and person have not been controlled in the second paragraph. Numerous errors exist in punctuation, especially commas, and spelling, including common words such as "many" and "speech." The clarity of communication is often impeded by errors.

SECTION II: FUNCTIONAL WRITING -- Student Sample E

GENERAL COMMENT

This paper has severe problems in content, organization and writing skills. None is clearly presented. This response is representative of 1 POOR in most of the reporting categories.

Mrs M Smith
13542-136St
Nelwen, Alberta
T5J 2R2

Dear Mrs Smith

Hi I was choses to write you a letter for Nelwen Composite High School for we are having the Big Breakfast Blitz June 10 from (7-9 am) at Nelwen Composite High School. We are out to make a lot of money for to help support the Third World Medical Relief.

We wants for you to bring a few films and some pictures for us to see why we are all here to help make it an access for your school and we have door prizes for the people that come and only for Three dollars. Pancake, Bacon and Juice.

We wants for you to bring a child from the third world country so we can see what are we helping this place for.

Thanks-you for your time and we appreciate for you to come down and help us make it work

Thanks-you

Sincerly yours

Pat Jones

Thought and Detail

While the reader can infer some reasons for Mrs. Smith's invitation, the student only vaguely demonstrates any sense of Mrs. Smith as a suitable celebrity guest. Following the salutation "Dear Mrs. Smith," the letter begins with "Hi I was choces...." The tone is clearly inappropriate. Missing details include the duties of a celebrity guest at the breakfast, especially the direction to make a speech. While some details have been added, such as to bring films and a child from the Third World, these are not necessary and are of arguable appropriateness. Therefore, the purpose is not fulfilled.

Organization

The statement of expectation is inappropriate. The relationship among ideas becomes less and less coherent in the second paragraph where content appears haphazardly chosen and arranged. The purpose is obscure.

Continued

Writing Skills

Lack of awareness and control of structures and choices is evident in sentence fragments and run-ons, comma splices, awkward phrases, and missing words. Numerous spelling and grammatical errors exist. Clarity is severely impeded.

SECTION III: RESPONSE TO VISUAL COMMUNICATION

Examine the photograph below and complete the assignment on page 23.

Continued

Section III: Response to Visual Communication

THE ASSIGNMENT

What does the photograph communicate to you? Explain how the content of the photograph and the photographer's techniques reinforce the ideas and/or feelings that are communicated.

REVISED WORK

SECTION III: RESPONSE TO VISUAL COMMUNICATION -- Student Sample A

GENERAL COMMENT

A sensitive and precisely developed interpretation of the photograph is evident in this clearly presented response. The language is well chosen to convey the student's view of the photograph, a confrontation between a person and a dog, which is symbolic of many of the dangers along "the path of life." While the paper is not perfect, the few errors do not reduce the clarity of the case, the precision of development, or the successful explanation of the student's interpretation. This response is representative of 5 PROFICIENT in all of the reporting categories.

To run on the path of life you must be careful because it is full of hills and bends and around each corner there is something new that might be dangerous just like the picture shows.

There is a person running in a race pushing himself to the limits. He is running making the passage very ~~uncomfortable~~ uncomfortable and already very sweat and dirty, tired from running he meets up with a dog that stands in his path. The look of grief and a "you've got to be kidding" expression on his face he is ready for what ever happens. It looks as if he is starting to clench his left ~~foot~~ hand making ready for an attack hoping he has enough strength left for such an encounter.

The photographer angled his camera so it caught the runner full face so the expression could be read but it also caught the dog so his stance would give the impression of a stand off between man and beast.

The picture communicates to me the road of life. I On it we are all runners running on a path that is not always paved and sunny. There are twists, bends and straight parts with each corner revealing new encounters that are both good and bad. The dog I feel is a surprise around one of those corners that not everyone wants but is still one that has to be dealt with. It is a part of life that gives new perspective to things and gives us a hurtle to learn from.

Thought and Detail

The student has stated the theme directly by introducing it in the first paragraph, then developing it throughout the piece. Selective choice of details develops the thought and provides defence. Specific details, such as the dog's stance and the runner's fist and facial expression, support the concept of confrontation that is central to this interpretation. Specific reference to the composition of the photograph has been attempted and provides appropriate support. The conclusion is a positive and insightful observation.

Organization

The introduction is effective in establishing a framework and in promoting further reading. Topic sentences have been provided to control and focus each paragraph. Smooth and effective transitions link the development. The conclusion is successful; it not only ends the piece, but it does so by enhancing the earlier ideas and expanding on the student's own theme. Repetition of the concept of difficulties to be expected, confronted, and overcome unifies the composition.

Continued

I think the runner will succeed in his race and he will conquer the dog just as the people in the human race will succeed to jump over new hurtles that we will be faced with around the ~~next~~ next corner.

Writing Skills

A proficient control of language is shown throughout the response. Structures appear to be purposefully arranged, such as the use of the infinitive "to run" in the first sentence and the use of an expression marked by quotation marks ("You've got to be kidding"). Diction is proficiently used, with many instances of carefully chosen words, such as "clench," "encounter," "angled," "stance," and "stand off." Some errors are present in conventions, but considering the attempts, risks, and length, the paper is seen to be PROFICIENT first-draft writing.

SECTION III: RESPONSE TO VISUAL COMMUNICATION -- Student Sample B

GENERAL COMMENT

The student has expressed a well-considered theme for the picture: obstacles in life are hardships to be overcome through effort. This theme has been developed through accurate and clear details provided as evidence. The language is uneven, for example, the very effective phrase "mud of troubles" occurs near omitted words and endings, occasionally awkward expressions and misspellings. This response is representative of 4 CAPABLE in most of the reporting categories.

This photograph conveys to me a general feeling of determination and discipline. We can tell by the length of the race and his position on it (close to the camera) that he has traveled a long way. The dog blocking his path is rather large and if this boy is like me then it is sign of it. I can see that the boy is keeping a close eye on the dog to make sure he doesn't bite(he's scared). Even though this boy seems scared he doesn't stop running his "determination" to succeed carries him forward. The boy started at the race in the number "126" spot as his tag suggest. This is a poor position in any race. The race is in may be the race of life and his poor position and the rainy weather (suggested by the puddles) obsticals to overcome. We can tell that he is ahead of some other runners of life, as we see two people at the end of the road. Perhaps they were obsticals that he has already passed in life. As he continues to run through the mud he is faced with but another obstical, the dog.

But this boy is not a quitter and although this obstical is hard he continues to push on just as we in true life push on through the mud of troubles. The photographer has used this instant in time to show us life in a diferent prespective, as a race. Obsticals and hardships in the past and present, and the ability to overcome them in time and with distance.

Thought and Detail

A theme, the "race of life," is introduced in the first paragraph and sustained throughout the work. Development through specific details that refer to the photograph's content and the photographer's contribution to creating the image have been provided. References to the photographer's technique have also been included. One detail from the photograph, the muddy foreground marked with human footprints and one pawprint, is developed into "the mud of troubles," a thought elaborated upon to provide further discussion of the well-considered theme. The last sentences are insightful. The student's use of "perhaps" suggests a sophisticated approach to analysis.

Organization

The beginning clearly establishes the main idea and sets a focus that is consistently supported and elaborated. The content is coherently related and transitions have been chosen to connect ideas well. The conclusion, which offers further insight, is appropriate for the piece.

Continued

Writing Skills

The clarity of writing is affected by errors in structure, mostly awkward wording; missing words and endings; and misspellings, most notably "obsticals." Nevertheless, there is evidence of the use of structures to create effectiveness, such as the sentence beginning "As he continues to run..." and the last sentence. As well, a variety of lengths and types of sentences has been used.

SECTION III: RESPONSE TO VISUAL COMMUNICATION -- Student Sample C

GENERAL COMMENT

The student understands the picture and interprets it in a plausible way without expanding on the ideas presented. While there is some disjointedness between sentences, the arrangement of ideas does facilitate attention to the intent of the question. Writing skills show some attempt at effective expression. This response is representative of 3 ADEQUATE in all of the reporting categories but is shorter than most of the papers receiving a 3.

This man is running a mini-marathon where they have all separated and there is no one around him for a while. It looks to be a miserable day out, and it has also rained or still is because of all the mud. He looks to be happy when running up to [redacted] the day because at least someone is watching his performance. This is shown by the expresion given by his face. He also looks very tired and worn out.

The way in which the photographer has the camera set up it shows he has been running by himself. That there is no one near him. Also he has captured the expression on his face.

Thought and Detail

This is a conventional and generalized description of the picture, concentrating on the solitary runner and the "miserable" day. The details present, such as "shown by the expression given by his face," are general. They convey a sense of the picture rather than identifying any significance, either as details or in general. Ideas have not been expanded.

Organization

The response is structured adequately by following the sequence of the questions: what the photograph means to the student, how the content supports that interpretation, and what techniques exist (through general reference). While the beginning and ending are adequate, the paper stops rather than concludes. Coherence has been attempted through references to the picture, but the ideas are not well connected to one another in this somewhat disjointed response.

Continued

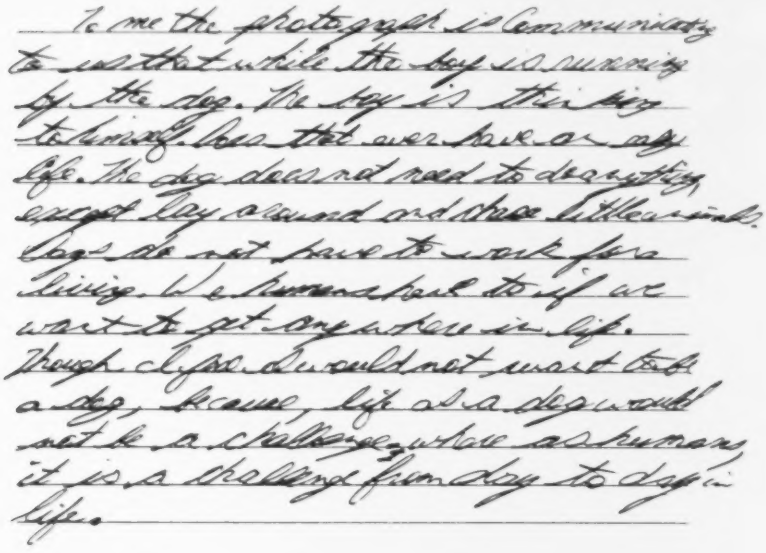
Writing Skills

The structures are mostly simple, with some sentence fragments in the last paragraph. Some choices and risks are effective, such as "captured the expression on his face" and "He looks to be happy... because at least someone is watching his performance." Spelling is correct: "rainned" is a copying error since the word is correct in the draft. Considering the proportion and complexity of the response, it is considered to be adequate writing under examination conditions.

SECTION III: RESPONSE TO VISUAL COMMUNICATION -- Student Sample D

GENERAL COMMENT

The interpretation extrapolates from the picture without consideration of the greater context. Some specific details have been provided, but these ideas are from the student's imagination rather than from close observation of the photograph. In addition to these content problems, the paper falters in coherence and mechanics. Limited control of organizational or writing skills is present. This response is representative of 2 LIMITED in all of the reporting categories.


To me the photograph is communicating to us that while the boy is running by the dog. The boy is thinking to himself. Does the ever have a easy life. The dog doesn't need to do anything except lay around and have little wink. Dogs do not have to work for living. We humans have to if we want to get anywhere in life. Though I for I would not want to be a dog, because, life as a dog would not be a challenge, while as humans it is a challenge from day to day in life.

Thought and Detail

This response concentrates on one subject of the picture, the dog, particularly on speculating about the dog's life. The interpretation is inappropriate, suggesting that the life of a dog is desirable but then rejecting such a life as not challenging. Limited support is offered. Because no commentary on the marathon runner or his encounter with the dog is offered, the presentation is uncertain and the task is only peripherally addressed.

Organization

The ideas do follow an arrangement (advantage -- disadvantage) but are haphazardly connected. Coherence falters in the middle and the conclusion is not related to the beginning.

Writing Skills

Incomplete sentences throughout the response impede communication. Lack of control of structures and no awareness of effective sentences are present. Considering the proportion and lack of complexity, the skills are considered to be limited.

SECTION III: RESPONSE TO VISUAL COMMUNICATION -- Student Sample E

GENERAL COMMENT

The student has imagined a narrative from the context of the photograph, without considering the whole picture. The organization is conventional and functional for a paragraph answer. The expression is straightforward with few problems but few effective choices either. While the paper is representative of 1 POOR in the Thought and Detail scale, it is a typical 3 on the other two scales.

This is a group of men + women. Runner 128 is a man who was wanted by the law and then better to be caught for this game. Runner 128 is running for his life, as he is being hunted by about ten hunters & which you can see in the back of the photograph one of them. Runner 128 runs into on of the hunters dogs and the dog is ready to jump him. The runner is wondering can he make it by the ~~finish~~ fast enough or will he stop and slide all over the place and fall into the mud and be atacked by the dog. Runner 128 will live if he makes it to the river two miles in front of him.

Thought and Detail

The interpretation is inappropriate. Runner 128 being "wanted by the law" and being pursued by "about ten hunters" is an implausible conjecture from the details of the photograph. Other details given are incorrect, such as the reference to ten hunters in the background and "Runner 128 runs into [one] of the hunters dogs." The number on the race pinny and the imagined flight of the runner from the hunters have not been connected.

Organization

While there is some faltering in coherence, there is a functional beginning, middle, and end and the sentences are adequately arranged. Although the content is poor, the development and order are generally acceptable.

Writing Skills

The sentences are complete. However, errors such as spelling "witch" for "which," "on" for "one," and "atacked," suggest lack of control but do not impede clarity.

APPENDIX

English 33
Scoring Guide

Section I: Personal Response to Literature -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 6, 7, 8, 9, 12)

When marking Thought and Detail the marker should consider how effectively
- the assignment is addressed
- the detail supports and/or clarifies the response

5 PROFICIENT: An insightful understanding of the situation and characters present in the reading selection(s) is effectively established. The student's opinion, whether directly stated or implied, is perceptive and is appropriately supported by specific details. Support is precise and thoughtfully selected.

4 CAPABLE: A well-considered understanding of the situation and characters present in the reading selection(s) is appropriately established. The student's opinion, whether directly stated or implied, is thoughtful and is supported by details. Support is well-defined and appropriate.

3 ADEQUATE: A plausible understanding of the situation and characters present in the reading selection(s) is clearly established and sustained. The student's opinion, whether directly stated or implied, is conventional but is plausibly supported. Support is general but functional.

2 LIMITED: Some understanding of the situation and characters present in the reading selection(s) is evident, but the understanding is not always defensible or sustained. The student's opinion may be superficial, and support is scant and/or vague, and/or redundant.

1 POOR: An implausible conjecture concerning the situation and characters present in the reading selection(s) is indicated. The student's opinion, if present, is inappropriate or incomprehensible. Support is inappropriate or absent.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- unified and consistent development
- clear and coherent order

5 PROFICIENT: The beginning creates interest and/or promotes further reading. The ideas and situations are developed by sentences and paragraphs that flow smoothly and coherently to an appropriate and effective conclusion.

4 CAPABLE: An effective beginning has been presented. The ideas and situations are developed by sentences and paragraphs that are coherently related. The conclusion is appropriate.

3 ADEQUATE: The beginning, development, and conclusion are functional. Sentences and paragraphs are generally related, but coherence may falter on occasion.

2 LIMITED: The beginning and/or conclusion are nonfunctional. Relationships between sentences and between paragraphs are frequently unclear.

1 POOR: The introduction and/or conclusion, if present, are obscure. Sentences and paragraphs are not coherently related.

Continued

Section I: Personal Response to Literature -- Scoring Guide (continued)

Matters of Choice (Curriculum Concepts 3, 4)

When marking Matters of Choice the marker should consider the extent to which the writing demonstrates effectiveness of
- diction, including connotative language, imagery, idiomatic expressions, dialect
- syntax, including such choices as parallelism, balance, inversion, sentence length and variety

5 PROFICIENT: Choices evident in the writing are usually effective. In many instances words are chosen for effect. Many sentences are purposefully structured for effect.

4 CAPABLE: Choices evident in the writing are often effective. Frequently words are chosen for effect. Some sentences are purposefully structured for effect.

3 ADEQUATE: Choices evident in the writing are occasionally effective. Now and then words appear to be chosen for effect. Attempts are made to structure sentences for effect.

2 LIMITED: Choices evident in the writing are often ineffective. The writer demonstrates a lack of awareness of the choices that are available.

1 POOR: Choices evident in the writing are usually ineffective. Words and structures are misused to such an extent that clarity suffers.

Matters of Convention (Curriculum Concepts 3, 4)

When marking Matters of Convention the marker should examine the writing for correctness of
- mechanics (spelling, punctuation, capitalization, etc.)
- grammar (agreement of subject-verb/pronoun-antecedent, pronoun reference, etc.)

Proportion of error to length and complexity of response should also be considered.

5 PROFICIENT: The writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

4 CAPABLE: Few errors in spelling, punctuation, and grammar are present. These errors seldom reduce the clarity of communication.

3 ADEQUATE: Occasional errors in spelling, punctuation, and grammar are present. Some of these errors may impede the clarity of communication.

2 LIMITED: Frequent errors in spelling, punctuation, and grammar are present. Many of these errors impede the clarity of communication.

1 POOR: Numerous errors in spelling, punctuation, and grammar are both noticeable and jarring. Most of these errors severely impede the clarity of communication.

Section II: Functional Writing - Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 5)

When marking Thought and Detail the marker should consider
- how well the assignment is addressed and whether the purpose specified in the assignment is fulfilled
- awareness of audience/appropriateness of tone (in terms of purpose)

5 PROFICIENT: A precise awareness of audience is demonstrated. Tone is appropriate. Significant information is presented, and this information is enhanced by precise and appropriate details that effectively fulfil the purpose.

4 CAPABLE: A clear awareness of audience is demonstrated. Tone is appropriate. Significant information is presented, and this information is substantiated by appropriate details that efficiently fulfil the purpose.

3 ADEQUATE: A general awareness of audience is demonstrated. Tone is appropriate. Sufficient information is presented, and this information is supported by enough detail to fulfil the purpose.

2 LIMITED: Recognition of audience is demonstrated but is not sustained. Tone may be inappropriate. Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose is only partially fulfilled.

1. POOR: Only a vague recognition of audience is demonstrated. Tone may be inappropriate. Essential information and supporting details are lacking. The purpose is not fulfilled.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- clear and logical ordering of information
- unified ideas
- sustained coherence

5 PROFICIENT: A clearly focused statement of topic or function is presented. Details are coherently related and are developed in sentences and paragraphs that flow smoothly to an effective and appropriate request, statement of expectation, or other conclusion.

4 CAPABLE: A well-defined statement of topic or function is presented. Details are clearly related. The request, statement of expectation, or other conclusion is appropriate.

3 ADEQUATE: A general statement of topic or function is presented. Details are generally related, but coherence may falter on occasion. The request, statement of expectation, or other conclusion is functional.

2 LIMITED: A vaguely focused statement of topic or function is presented. Details are vaguely related. The request, statement of expectation, or other conclusion is unclear.

1. POOR: An obscure statement of topic or function is presented. The relationships among chosen details are obscure. The request, statement of expectation, or other conclusion is absent or inappropriate.

Section II: Functional Writing -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention. (See Section I for clarification.)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar that are present do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

Scoring Guide for Section III: Response to Visual Communication -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

When marking Thought and Detail the marker should consider how effectively the details selected from the photograph, and the discussion of these details, contribute to plausible and consistent interpretation of the cartoon or photograph.

5 PROFICIENT: Interpretation of the photograph is insightful and is in the form of an effective generalized area or theme. Specific details used for support are purposefully chosen and add clarity.

4 CAPABLE: Interpretation of the photograph is well-considered and is in the form of a generalized idea or theme. Specific details used for support are well-defined and accurate.

3 ADEQUATE: Interpretation of the photograph is conventional and may be in the form of a maxim or moral. Details used for support are clear but tend to be generalized.

2 LIMITED: Interpretation of the photograph is vague and uncertain and/or concentrated on a particular detail rather than on the photograph as a whole. Details used for support are inappropriate and/or unclear.

1. POOR: Interpretation of the photograph is inappropriate or incomprehensible. Details are irrelevent, inaccurate, or absent.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- unified and consistent development
- clear and coherent order

5 PROFICIENT: The beginning creates interest and/or promotes further reading. Ideas are developed by sentences and paragraphs that flow smoothly and coherently to an appropriate and effective conclusion.

4 CAPABLE: An effective beginning has been presented. Ideas are developed by sentences and paragraphs that are coherently related. The conclusion is appropriate.

3 ADEQUATE: The beginning, development, and conclusion are functional. Sentences and paragraphs are generally related, but coherence may falter on occasion.

2 LIMITED: The beginning and/or conclusion are nonfunctional. Relationships between sentences and between paragraphs are frequently unclear.

1. POOR: The introduction and/or conclusion, if present, are obscure. Sentences and paragraphs are not coherently related.

Continued

Scoring Guide for Section III: Response to Visual Communication (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention. (See Section I for clarification.)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometime reduce the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1. POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.